

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 7 LESSON 2 Healthy Lifestyles

TITLE What are the school rules about smoking, drugs and alcohol?

KEY CONCEPTS

- ◆ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ◆ Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.

KEY PROCESSES

- ◆ Decision making and managing risk:
- ◆ Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- ◆ Assess and manage the element of risk in personal choices and situations.
- ◆ Use strategies for resisting unhelpful peer influence and pressure.
- ◆ Know when and how to get help.

CONTENT

- ◆ Small and whole group discussion to increase knowledge and understanding of the school drug policy and laws on medicines, drugs, alcohol and tobacco.

LEARNING OUTCOMES

by the end of the lesson, pupils will:

- ◆ have knowledge of the school rules related to smoking, alcohol and drug use.
- ◆ have knowledge of how the school drug policy may be applied to maintain a safe school community.
- ◆ have developed consequential thinking skills and identify sources of support within school community.

FUNCTIONAL SKILLS

- ◆ English/Communication/Reading/Listening

RESOURCES

- Flipchart paper
- Activity Sheet 1 – scenarios
- Copy of School Drug Policy or rules – in Student Planner?
- Misuse of Drugs Act 1971

LESSON PLAN

Activity 1 – Drugs, School Drug Policy and the Law:

- ❖ Ask:
 - Do you have any rules within your family? Why?
 - Do you have any (unsaid) rules between your friends? Why?
 - Why do we have rules in school, and what types of rules do you know about?
 - Why do we have laws in general – are any of the school rules related to laws?
 - ❖ Write responses on a board or flip chart. If time allows explore them further.
 - ❖ Next ask:
 - Why do we have rules in school about smoking, alcohol or drug use?
 - Why do we have laws about smoking, alcohol or drug use?
 - Do you know about the school policy on drugs? What does it say?
 - What do you know about laws regarding drugs?
 - ❖ Discuss these ideas. Relate the ideas about rules and laws in general to the specific context of rules and laws governing the use and misuse of drugs. You could highlight any stories that have recently been publicised in the press or on TV.
 - ❖ Discuss with pupils their views of and attitudes to the laws relating to drugs – including tobacco and alcohol:
 - Why are they there?
 - To protect themselves? Other people?
 - What other reasons could there be?
- (A good discussion point is that parents can legally give their children alcohol from the age of 5 years – do pupils feel that this law should be reviewed in light of their previous discussion, and if so, what do they feel the law should be changed to?)

Activity 2 – Group scenario discussions

- ❖ Divide class into groups. Give each group a copy of the scenario sheet and ask them to discuss what rules/laws have been broken in each case, and what consequences there could be.
- ❖ Scenario Issues:
 - What does the school policy say about teachers right to search any pupils lockers or bags?
 - What are the consequences for bringing cigarettes, alcohol or any suspected or actual drug in to school – confiscation, internal or external fixed term exclusion, referral to school nurse for smoking cessation etc, contact parents/police?
 - What is the school process for medication on site and parental consent to give medication?
 - If any student was being affected by a family member's alcohol or drug use who could they speak to in school?
 - Highlight that solvent use is potentially lethal the first or any time someone does it.
 - "Legal" highs are often illegal substances given a completely different name such as Bath Salts, Plant Food etc.
- ❖ Plenary Issues:
 - There are a range of sanctions or consequences for any smoking, alcohol or drug related incident, the main reason is to keep the school community a safe environment for pupils and staff wellbeing. Using the best medical evidence, schools also play a major part in role modelling

healthy behaviours across a wide range of issues. It is important that young people recognise that the school environment is a “drug free environment” and are able to reflect on the benefits of this for the whole school community. If any student has any worries or problems, who can they speak to within the school? e.g. - School Nurse, counsellor, tutor, learning mentor, head of year etc.

